

OBJECTIVE	BASIC ACTIVITIES	ADVANCED ACTIVITIES	DEEP ACTIVITIES	RESOURCES
Design a Viking shield	Design a shield using pictures for ideas.	Use pictures to design in the style of a Viking shield.	Consider the 3D effect when designing a shield.	IW pictures, copies of pictures, plates
Construct my Viking shield	With support, use papier-mâché to create the 3D effect.	Working independently, draw designs & use papier-mâché.	Adapt & improve design during construction of shield.	Cardboard, papier-mâché, newspaper, paint etc, copies of pictures
Assess my Viking shield	With support, identify what went well & what was difficult.	Independently identify what went well & changes.	Explain how the shield would differ next time.	Copies of designs & photos (prev stuck in books), printed questions

<p><b>MILESTONE INDICATORS</b>  <u>Milestone 1</u>  <b>DT</b>                      To master practical skills - Materials:                      Cut materials safely using tools provided.                      Measure &amp; mark out to the nearest centimetre.                      Demonstrate a range of cutting &amp; shaping techniques (such as tearing, cutting, folding &amp; curling).                      Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).                      To master practical skills - Construction:                      Use materials to practise drilling, screwing, gluing &amp; nailing materials to make &amp; strengthen products.                      To design, make, evaluate &amp; improve:                      Make products, refining the design as work progresses.</p>	<p><b>MILESTONE INDICATORS</b>  <u>Milestone 2</u>  <b>DT</b>                      To master practical skills - Materials:                      Cut materials accurately &amp; safely by selecting appropriate tools.                      Measure &amp; mark out to the nearest millimetre.                      Apply appropriate cutting &amp; shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).                      Select appropriate joining techniques.                      To master practical skills - Construction:                      Choose suitable techniques to construct products or to repair items.                      Strengthen materials using suitable techniques.                      To design, make, evaluate &amp; improve                      Refine work &amp; techniques as work progresses, continually evaluating the product design.</p>
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Identify where the Vikings came from	With support, use atlases to label Scandinavian countries (printed labels).	Using atlases to label Scandinavian countries.	Explain why the Vikings left their own countries.	Atlases, blank maps of N Europe & UK, labels, prompts, IW timeline, clips & pictures, copies written accounts
Locate Viking settlements in Britain	With support, find given Viking place names & mark on map.	Use maps to find Viking place names & label map.	Investigate / explain the particular locations invaded.	IW UK map & chronicles, maps, name definitions
Explore Lindisfarne	With support, list / intestate facts about Lindisfarne.	List / illustrate facts about Lindisfarne.	Explain why the Vikings attacked Lindisfarne monastery.	IW PowerPoint clip & pictures, wkshts
Write about an imaginary Viking raid (as a Viking or a monk) - linked to English lessons	With support, write as an eyewitness - basic description of an attack.	Write using specific information learned about the Viking invasions (prompts).	Write, imagining the feelings / emotions of the eyewitness.	IW <a href="http://www.bbc.co.uk/education/clips/zrpnvcw">http://www.bbc.co.uk/education/clips/zrpnvcw</a> & chronicles, atlases, teabags, coffee
Investigate Viking farming methods (harvest Festival)	List crops & animals Vikings had on their farms.	Create a menu for a Viking meal.	Compare Viking food & farming methods with those of today.	IW clips & PowerPoints, comps, menu sheet, labels

**MILESTONE INDICATORS****Milestone 1****History**

To investigate & interpret the past:

Observe or handle evidence to ask questions & find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources & databases to find out about the past.

Identify some of the different ways the past has been represented.

To build an overview of world history:

Describe historical events.

Recognise that there are reasons why people in the past acted as they did.

To understand chronology:

Place events & artefacts in order on a time line.

Label time lines with words or phrases such as: past, present, older & newer.

Use dates where appropriate.

To communicate historically:

Use words & phrases such as: a long time ago, recently, when my parents/carers were children, years, decades & centuries to describe the passing of time.

Show an understanding of the concept of nation & a nation's history.

**Geography**

To investigate places:

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Use world maps, atlases & globes to identify the United Kingdom & its countries, as well as the countries, continents & oceans studied.

**MILESTONE INDICATORS****Milestone 2****History**

To investigate & interpret the past:

Use evidence to ask questions & find answers to questions about the past.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Suggest causes & consequences of some of the main events & changes in history.

To build an overview of world history:

Give a broad overview of life in Britain from ancient to medieval times.

To understand chronology:

Use dates & terms to describe events.

To communicate historically:

Use appropriate historical vocabulary to communicate, including: dates, time period, era, change & chronology.

**Geography**

To investigate places:

Use maps, atlases, globes & digital/computer mapping to locate countries & describe features.

Name & locate counties & cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, including hills, mountains, cities, rivers, key topographical features & land-use patterns; & understand how some of these aspects have changed over time.

Prompts for when planning activities

Basic- **Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.**

Advanced- **Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.**

Deep- **Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.**